

6

Education

6.1 EDUCATION ISSUES

IN THIS UNIT

GRAMMAR

- defining relative clauses
- non-defining relative clauses

VOCABULARY

- education and studying

SCENARIO

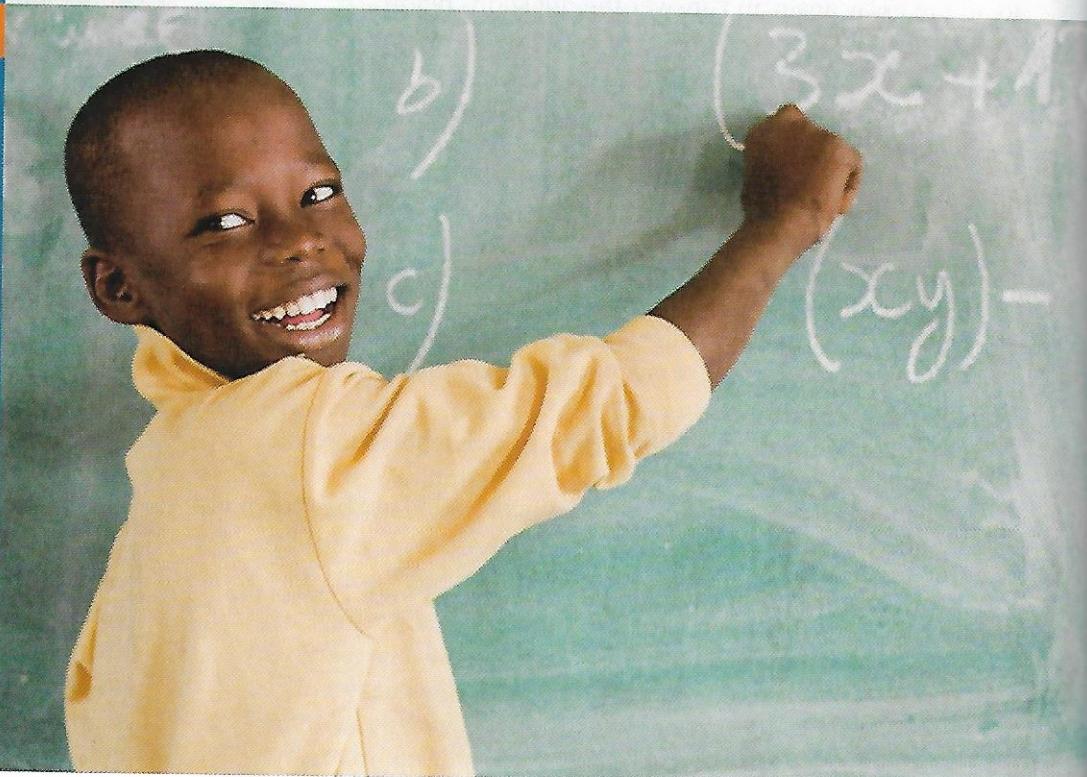
- discussing options
- problem-solving

STUDY SKILLS

- reading strategies

WRITING SKILLS

- a formal letter



Education's purpose is to replace an empty mind with an open one. Malcolm Forbes, 1919–1990, US magazine publisher

VOCABULARY AND LISTENING

EDUCATION AND STUDYING

1 Work with a partner to discuss these questions about education in your country. Check that you know all the words in *italics*.

- What age do children usually start *primary* (or *elementary*) school?
- What age do children usually start and leave *secondary* school?
- What age does *compulsory education* start? At what age does it finish? Do you think these are the correct ages?
- Is there both *state* (public) *education* and *private education*? Which is better? Why?
- Do most people go on to *higher education*? Why?/ Why not? Do they have to pay?
- Are *exams* or *continuous assessment* more common? Which is the better way of monitoring progress? Why?
- Do many students start and then *drop out* of courses in your country?

2 Look at the phrases below. Which two nouns in each group are correct? Cross out the incorrect noun and write the correct collocation for this noun. You may need to change the verb or the preposition.

- go to school / a place at university / college
get a place at university
- revise for an exam / a subject / a test
- graduate from university / primary school / high school
- get a degree / a good grade / an exam
- take/retake homework / an exam / a course
- pass/fail an exam / a course / a good result
- hand in an essay / a seminar / an assignment
- do progress / coursework / your best
- make mistakes / progress / homework
- study an exam / a subject / a language

3a **6.1 Inferring attitude** Listen to three people talking about their education experiences. Is each person positive, negative or neutral?

3b Listen again and tick (✓) the collocations in Exercise 2 you hear.

3c In small groups, ask and answer questions using the collocations above.

How do/did you revise for exams?

READING

4a Read the comments from an online discussion. Which comments are for mixed-sex schools, which are against, and which are neither for nor against?

4b Read the comments again and find nouns which mean the following.

- 1 sets of numbers which represent a fact (comment 2)
- 2 the subjects at a school, college, etc. (comment 4)
- 3 staying away from school without permission (comment 4)
- 4 upsetting and frightening someone smaller and weaker, especially in a school situation (comment 5)

4c Match the people in the discussion to the following.

Which person believes:

- 1 that mixed schools are less competitive?
- 2 that there is proof that single-sex schools are more successful?
- 3 that school should be the same as real life?
- 4 that the problem isn't whether a school is single sex or mixed?
- 5 that single-sex education caters for girls and boys better?

5 Which of the opinions in the discussion do you agree with? Which do you disagree with? Why?

SPEAKING AND WRITING

6 Work in groups to discuss the following.

- 1 Schools should spend more time teaching the skills people need to get a job.
- 2 Education is basically a social experience. The atmosphere is the most important thing.
- 3 There should be no private education. All children should attend state schools/universities.
- 4 The purpose of secondary education is to prepare you for life.
- 5 Examination results are the most important aspect of education.
- 6 Academic achievement depends mainly on your teacher.
- 7 Teachers should be paid according to the exam results of their students.
- 8 Sport is the most important subject at school.

7 Write a comment giving your opinion on one of the statements in Exercise 6 for the *Newline* website.

MyTablet

Newsline: the online news service

Newsline: the online news service

DISCUSSION: Single-sex schools are better than mixed schools

Comment 1

POSTED BY JANE, AMSTERDAM

I think mixed-sex schools are the only way for children to learn, because it's natural. In higher education and their working life, they will be mixed so it makes sense for them to be mixed at school. School should reflect the real world.

Comment 2

POSTED BY HANS, GERMANY

My reaction to this is very clear. For me, single-sex schools are much better, and the statistics show that they get better exam results, particularly at secondary level. Anything which helps children pass exams must be a good thing.

Comment 3

POSTED BY BILL, USA

Boys and girls learn in very different ways. I feel that they should be educated separately so teachers can focus on their different needs. The way I see it is that if you have a zoo, you don't put the lions in with the zebras!

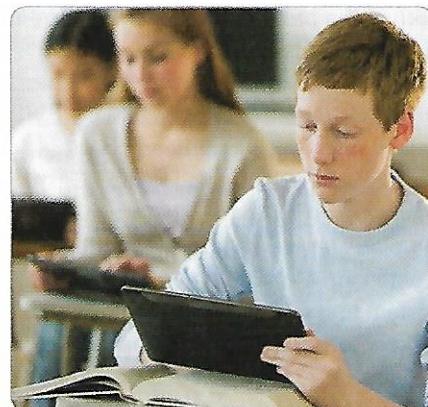


SIGN IN / REGISTER

Comment 5

POSTED BY EMILY, SYDNEY

Mixed schools are better, there's no question. There is too much competition at single-sex schools, which often means that students don't make enough progress. I also think there is more bullying at single-sex schools, where children are picked on because of the increased competition. Single-sex schools lead to a 'dog eat dog' situation.



Comment 4

POSTED BY MARTIN, LONDON

My view on this is that it doesn't really matter. What is important is the curriculum and keeping students interested. I was a teacher, and we had a lot of truancy to deal with and problems with students missing lessons because they found them boring. Never have a timetable with Maths as the first class on Monday morning!

Comments 1–5 of 5

LISTENING AND WRITING

1a **6.2** Listen to a university student talking about a teacher. Does he say the teacher was good or bad?

1b Look at the adjectives in the box. Then listen again and tick (✓) the ones he uses to describe the teacher.

friendly informal easy-going strict punctual
late formal well-prepared interesting

2 Find the words below in Audio script 6.2 on page 169 and underline the phrase they appear in. Try to work out the meaning from the context. Use your dictionary to find the meanings of any you do not know.

criticise unique approach pace method
environment

3 Tell your partner about your favourite/worst teacher at school. Write a short profile (80–100 words) of him or her. Use Audio script 6.2 on page 169 to help you.

READING

4a Read the article and say what the following dates refer to.

- a 1870
- b 1952
- c 1896
- d 1912
- e 1936

4b **Evaluating a summary** Read the article again and correct the four mistakes in this summary.

Maria Montessori pioneered a new teaching method after she graduated as a nurse in 1896, and taught deprived children. She tried to use everyday objects in the class, and she wanted the children to develop social skills with each other and learn to be competitive. She taught children to experiment and to depend on the teacher, so that the main role of a teacher is to lead children. Through her book and her teacher training centres, she helped spread the method, and today there are many Montessori schools in Europe and North America.

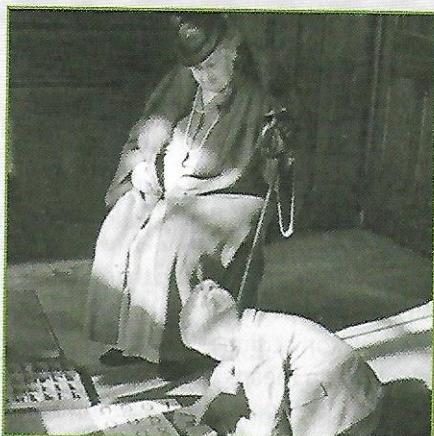
article

discussion

edit this page

history

Maria Montessori



Maria Montessori (1870–1952) is a famous Italian educationalist whose method of teaching has influenced people all over the world.

Born in the province of Ancona, Italy, in 1870, Montessori became the first female doctor in her country after she graduated from medical school in 1896. Later, working with deprived children, she set up a 'Children's House' (Casa dei Bambini) in Rome. This was the place where she developed the Montessori Method, an educational system that encourages an informal style of teaching. Children learn from handling everyday materials, and they develop at their own pace. The Montessori philosophy is simple.

Children are unique individuals who must be free to learn without being criticised or restricted. It is the child that controls the pace, topic and lessons, not the rest of the class or the teacher. As a result, children enjoy learning, and this gives them confidence and makes them happy.

The Montessori Method also teaches children skills to help them become independent. Very young children learn to dress themselves, to cook and to put their toys and clothes away. Children are encouraged to repeat activities as often as they wish, and they develop their observation skills by doing different activities.

A Montessori teacher observes children closely in order to provide them with individual learning programmes. The teacher is a guide, not a leader of the classroom, helping to open students' eyes to the wonders around them.

Maria Montessori wanted to free children's minds so that they would learn by self-teaching and self-correction. It is an approach to teaching which encourages children to learn by doing and experimenting. A typical room in a Montessori school has many things children can use, for example, books, objects and games.



The furniture is light so they can arrange it as they wish, and the cabinets are low, so the children can reach them. Because the environment offers a range of activities, children like to work together, and they develop a social life based on cooperation rather than competition.

Maria Montessori travelled all over the world, training teachers to use her method, but it was only in her final years when she established the teacher-training centres that would take her work forward. There are now many schools in Europe and North America which use the Montessori curriculum and methods. She wrote *The Montessori Method* in 1912 and *The Secret of Childhood* in 1936.

4c Answer these questions about the article.

- What is the main role of the children in the Montessori approach?
- Why did Montessori want to open the minds of her students?
- How have the furniture and cabinets been designed in a Montessori classroom and why?
- What point does the writer make about the children's social life?

5 Work in pairs to discuss the following.

- How does the Montessori approach compare with the way you were educated?
- 'Children are unique individuals who must be free to learn without being criticised or restricted.' Do you agree? Why?/Why not?

GRAMMAR

DEFINING RELATIVE CLAUSES

6a Look at the following sentence from the text. The words in bold are a defining relative clause.

It is an approach to teaching which encourages children ...

Now find and underline the relative clauses in the text that contain the following relative pronouns and adverbs.

who that which whose where when

6b Which relative pronouns or adverbs do we use to talk about the things below?

people things or ideas places time
people + possessions/ideas

→ Language reference and extra practice pages 136–137

7 Match the sentence halves and join them using *who*, *that*, *which*, *whose*, *where* or *when*.

- A professor in a British university is someone
- A university is an institution
- A thesis is a long piece of writing
- A seminar is a class at university/college
- An academic is someone
- A vacation is a period of the year
- universities or colleges are officially closed.
- has the highest rank of the teachers in a department.
- you do as part of a university degree.
- students study for degrees and academic research is done.
- teaches and does research in a college or university.
- the teacher and students discuss a particular topic.

GRAMMAR TIP

We can leave out the relative pronoun (e.g. *that*) if the verb in the relative clause has a subject (in this case *children*).

A typical room in a Montessori school has many things that children can use.

A typical room in a Montessori school has many things children can use.

8 Underline the subject and object in the following sentences. Then cross out the relative pronoun where possible.

- Students who enter university may face a number of problems.
- Is your degree worth the paper that it is written on?
- There are university tutors who you can phone if you have a problem.
- The university which I go to is very good.
- People who have degrees have a better chance at interviews.

9 Complete the following sentences.

- The person who influenced me most at school was ...
- A day when my life changed was ...
- The subject at school which I hated the most was ...
- I dislike people who ...
- I like days when ...
- I like teachers who ...
- I like films which ...
- I like lessons in which ...

SPEAKING**10** Timed discussion In small groups, take it in turns to choose a topic from below and lead the discussion on that topic for three minutes.

- Children should be allowed to choose what they are going to do in school.
- Children need to learn facts, not play games.
- Private education should be abolished.
- All people have roughly the same level of intelligence.
- The learner's job is to absorb the knowledge teachers give them.
- Corporal punishment is always wrong.

**MEET THE EXPERT**

Watch an interview with Rob Gueterbock, a Montessori teacher, about the Montessori method of education. Turn to page 152 for video activities.

READING

1 Work with a partner to discuss the following.

- 1 Is university free in your country?
- 2 Do you know any countries in which university is free for everyone?
- 3 Do you know any countries where students have to take out big loans to pay for their education?

2a Read the article quickly and find three reasons why the writer thinks that university should be free for everyone.

2b Read the article again and match the summary sentences below to the paragraphs 1–5.

- a Some poor people will not go to university if costs are high.
- b University should be free because it is good for society as a whole.
- c David Keller is in favour of a rise in university fees.
- d University should be free because of economic reasons.
- e University should be free because it promotes greater equality.

3 Challenging opinions Work in pairs. Find the four opinions in the article that you find the most interesting. Then think of four counter-arguments to those opinions.

4 In small groups, discuss the following.

- 1 Is it worth going to university if fees are high?
- 2 What percentage of the population should go to university?
- 3 Do you think university should be free for everyone?

THE UNIVERSITY NEWS

Student newspaper of the year

EDITORIAL AND OPINION

HOME | NEWS | OPINION | SPORT | TRAVEL | FEATURES | BLOGS

Free University Education

By Jessica Brook

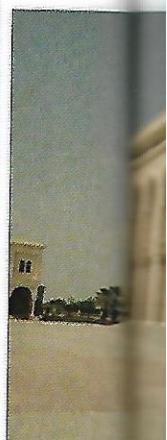
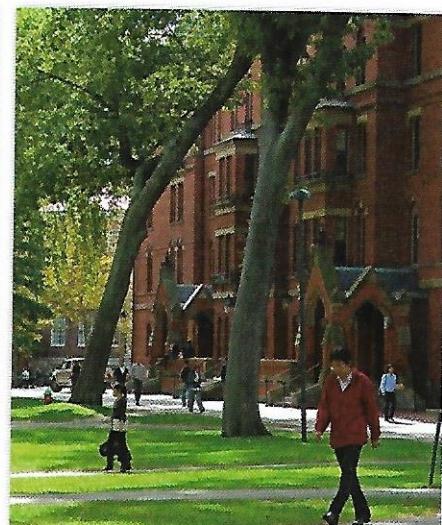
- 1 A few weeks ago, David Keller, who is rich enough to pay for all his children to go to private school, wrote a column in News Focus supporting a further increase in university fees. His attitude, which was very unsympathetic to students, made me angry. It has motivated me to explain why I feel strongly that university should be free for everyone.
- 2 There are a number of reasons for my opinion. First, greater equality. Free university education enables everyone to have the opportunity to study. If there are tuition fees, students have to take out big loans to finance their studies. They will take years to pay back the money. When they graduate, instead of working for their future, they will be working to pay back their past. Young people from poor backgrounds are less able to get into debt, but students whose parents are rich can pay off their loans more easily. Tuition fees, therefore, are very unfair. Free university education will be a step towards a more equal society.
- 3 Second, the benefits for society. Young people who graduate benefit society as a whole. They use their knowledge and skills to help other people. For example,

a qualified doctor helps to treat other people. People with degrees can become teachers and share their knowledge with others. When the number of people who get a university education rises, the number of people who benefit from their education also rises. Surely it is right that society, which needs highly qualified people, should pay for those students' education.

- 4 Third, the economic argument. Higher education produces a more educated and qualified workforce. Countries with high rates of university education have higher levels of innovation and growth. They attract foreign investors and create new businesses which lead to more jobs for their citizens. Because people who go to university will earn more, they will pay more tax. As a result, there will be more money for essential social services such as health, education and welfare.
- 5 People like David Keller do not live in the real world. They do not understand one simple fact. Many poorer young people, who don't have rich parents to rely on, will be put off by the high cost of studying at university even if loans are available. Their talent will be lost to our country. Free university education is a right, not a privilege. It would bring enormous benefits to our society.

30 APRIL

DELIVERED EVERY FRIDAY TO YOUR INBOX



GRAMMAR

NON-DEFINING RELATIVE CLAUSES

5a Look at these examples from the article of a non-defining relative clause and a defining relative clause.

His attitude, which was very unsympathetic to students, made me angry.

People who go to university will earn more.

Which relative clause:

- gives extra information about the person, thing or idea in the main clause?
- gives essential information that completes the meaning of the sentence?

5b Look at the highlighted examples of non-defining relative clauses in the article and choose the correct answers in the rules for this type of relative clause.

Non-defining relative clauses:

- have / do not have commas before them, and after them if necessary.
- do / do not use that.

GRAMMAR TIP

Non-defining relative clauses can come in the middle or at the end of the sentence:

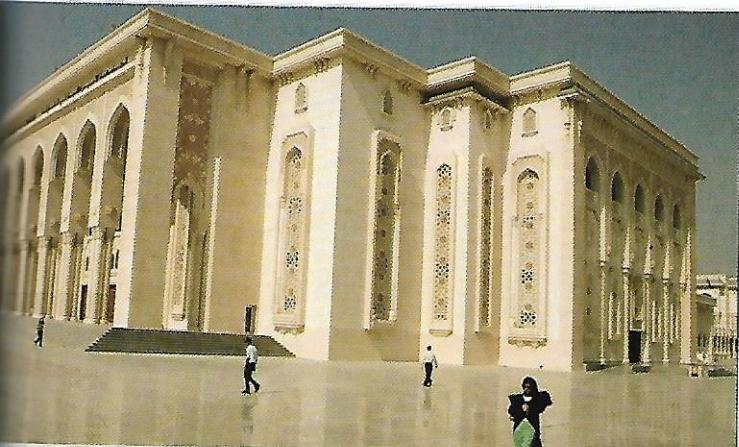
Barbara, who spent three years at university in Cambridge, is going back to live there.

Barbara is going back to live in Cambridge, where she spent three years at university.

→ Language reference and extra practice pages 136–137

6 Read the sentences and put commas where necessary.

- Oxford University 'which was number four in world university rankings last year 'has fallen to number eight.
- John F Kennedy went to Harvard University which is the oldest institution of higher education in the United States.
- Jean-Jacques Rousseau who was born in 1712 set out his views on education in his book *Emile*.
- The Kumon method for teaching Maths was developed by Toru Kumon who graduated from Osaka University.
- Oxford's Bodleian library which is one of the oldest libraries in Europe was originally founded in 1320.
- Heidelberg University which was founded in 1386 has its own student prison.



7 Join the following pairs of sentences to make one sentence containing a non-defining relative clause. Use *whose*, *which*, *who* and *where*. Use commas appropriately.

- American universities are now facing a lot of competition. They have attracted the world's best students for over 50 years.

American universities, which have attracted the world's best students for over 50 years, are now facing a lot of competition.

- Last month I went back to the Sorbonne. I had studied history there.
- There are over 39,000 students at the University of Manchester. It's the biggest university in the UK.
- Aristotle wrote books on many subjects. He studied under Plato.
- Hilary studied politics at Harvard. She has just been offered a professorship there.

8 Write sentences that are true for you using these prompts. Include extra information using non-defining relative clauses.

My home town

Manchester, which has the largest university population in the UK, is in the north west of the country.

My home town

My school

My university

My mother

LISTENING AND SPEAKING

9 **6.3** Listen to four people talking about university.

Which speaker(s):

- thinks going to university was a waste of time?
- thinks their degree is a big advantage?
- did not work hard?
- doesn't think or is unsure that their degree helped them get a job?

10a Work in groups of four. You are going to read some information about the educational system of a country. Make notes.

Student A: Turn to page 156. Student C: Turn to page 160.
Student B: Turn to page 159. Student D: Turn to page 162.

10b Tell your group about the educational system you have read about. Compare the different systems with the system in your country. Which system is most like yours? Which would you most like to study/have studied in?

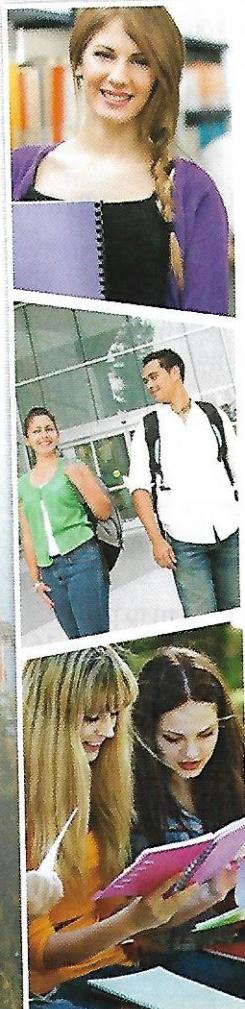
TROUBLE AT LAKESIDE

SITUATION

1 Read the situation below and the extract from the Lakeside College prospectus. Work with a partner to discuss the following.

- If you were planning to go to university, which of Lakeside College's facilities would particularly interest you?
- What sort of things do students at university often complain about?

Lakeside College is located in Switzerland. It is a private university with a board of managers led by the Principal, Marie Laforêt. There are four student representatives on the board and four staff representatives. During the last three years, serious problems have arisen. The number of students at Lakeside College has fallen from over 5,000 to 2,600, while complaints from students have greatly increased.



LAKESIDE College

Our college has an informal, friendly atmosphere, and enjoys excellent facilities, including:

- a spacious campus
- a peaceful atmosphere for studying
- well-equipped lecture rooms
- a hall of residence
- a well-stocked library
- state-of-the-art computer laboratories
- excellent sports facilities.

We have an outstanding teaching staff and tutorial system. Students meet lecturers each week and have lively discussions about the subject they are studying.

2 A student representative sends an email to Marie Laforêt mentioning a number of problems that the managers need to deal with. Read the extract about two of the problems. Then work with a partner to discuss this question.

Which do you think is the more serious problem? Why?

To enquiry@Lakeside.College.ed

In the university prospectus, it states that the university has 'a well-stocked library' and 'a peaceful atmosphere for studying'. Neither of these statements is true.

A lot of us are unhappy about the library. There are not enough books in many subjects, and essential books and journals are often not on the shelf where they are meant to be. Furthermore, the internet connection is very slow and this puts students off doing research in the library. There are also not enough sockets available for the students to recharge their devices. The reading rooms also are not up to standard. The tables are too small, and there are not enough lights in some areas.

There is another serious problem I'd like to draw your attention to. It's about noise in the evening. It seems that some students have a party every week in their rooms. The noise they make is preventing other students from studying properly, and I get the impression the noise level is increasing week by week. It's not true, therefore, to say that there is a 'peaceful atmosphere for studying' in our college.

TROUBLE AT LAKESIDE

KEY LANGUAGE

DISCUSSING OPTIONS

- 3a** **6.4** Listen to a meeting between two student representatives and Marie Laforêt. Complete Marie's notes about the problem of noisy parties in the halls of residence. Use one or two words in each gap.

- Problem 2: ¹ parties, make a lot of noise, really ² people
- Solutions?
 (Marie) – ban parties in rooms or only ³ parties after exams
 (Pablo) – let each floor of the hall have one party ⁴
 (May Cheng) – students can book a room in the ⁵
- ⁶'s solution is best. Discuss at next ⁷ meeting.

- 3b** Listen again. Number the expressions in the order you hear them.

- a ... the good thing is that it's fair to everyone, but the bad thing is, it wouldn't be very popular.
- b Yes, good idea. That's the best solution.
- c There are several ways to deal with this.
- d The best way is to discuss the matters at our Management Committee meeting.
- e Why don't you send me notes on all the problems ...?
- f Let's look at our options.
- g Supposing we let each floor of the hall have one party per semester.
- h How about letting the students book a room in the main building ...?

TASK

PROBLEM-SOLVING

4a Work in small groups. You are members of the Management Committee. Read the problems below and choose four to discuss.

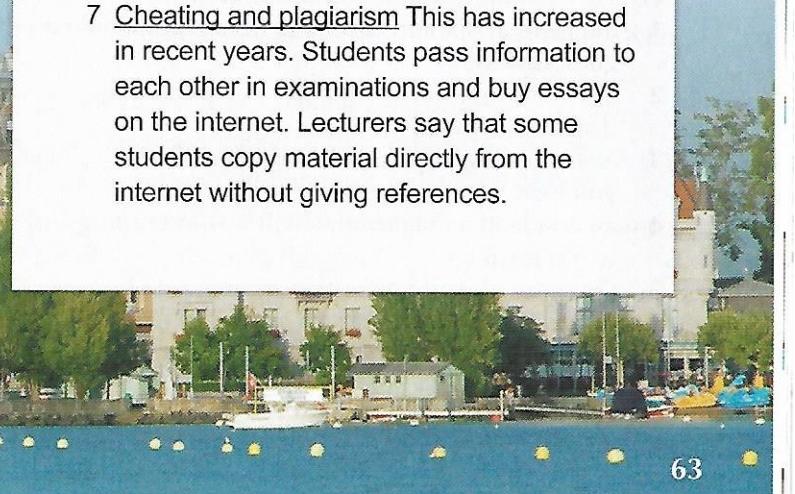
4b As a group, discuss each problem you have chosen and try to come up with a solution.

4c Present your solutions to the rest of the class.

5 As a class, decide on the best solution for each problem.

Problems

- 1 Library (see Exercise 2)
- 2 Noisy parties (see Exercise 3a)
- 3 Boring lecturers Lecturers read their lectures. They do not use visual aids or provide good reading lists. Tutorials are not useful. Lecturers talk most of the time and do not encourage students to participate and ask questions.
- 4 Attendance at classes and lectures is poor. Students miss early morning lectures. Many students fail their degree because of poor attendance.
- 5 Facilities The swimming pool, tennis courts and gym are not well maintained. The swimming pool is often unsupervised. New, more modern gym equipment is needed urgently.
- 6 Bullying A new student, Camilla, has complained that a senior member of staff is bullying her. He makes fun of her in tutorials and is not interested in her opinions. She is unhappy and wants to leave the college. In the past, other students have complained of the lecturer's attitude and behaviour.
- 7 Cheating and plagiarism This has increased in recent years. Students pass information to each other in examinations and buy essays on the internet. Lecturers say that some students copy material directly from the internet without giving references.



THE REACH OF DISTANCE LEARNING

Shekema Silveri is the chair of the English Department at Mt. Zion High School in Jonesboro, USA.

People who are against distance learning give several reasons for opposing it: lack of face-to-face contact between student and teacher; problems with technology resources (i.e. equipment and broadband internet) for low-income and rural students; insufficient teacher training.

In my experience, however, these problems can be solved by better teacher preparation and by gaining the essential technology skills before starting the actual coursework. I have found distance learning to be very valuable to the classes that I teach. In fact, I'm proud to say that my classroom is almost completely paperless.

My students use lectures from the OER Commons (a free internet resource) to support our curriculum. For example, by using Dr Paul Fry's introduction to theory of literature course, we can bring the knowledge of Yale University to our study programme. Best of all, it's absolutely free.

We use Skype for our writers' conferences and Global Speakers Series, which brings guest speakers from around the world into our classroom space. Even our literature study groups are done online now by using Collaborize Classroom and Google Docs for group projects. Our course blog, 'In Session: Sentiments from Silveri's Class', is an important space for writing and research, and it allows me to introduce videos, presentations and other documents.

My students can complete most of their coursework outside of class. The classroom time is reserved for further writing, discussion and debate. Our blog also has a ClustrMap. This shows us that students from all over the world are visiting our course blog and using our classroom from the comfort of their own homes.

Now, imagine if distance learning is used in every classroom. The knowledge and growth potential are vast.

STUDY SKILLS

READING STRATEGIES

1 There are two common techniques you can use when getting information from a text: *skimming* and *scanning*. Read the definitions, then answer the questions.

Skimming

You use skimming to get a general idea of a text. For example, you look through a text quickly to find out what the topic is and its main idea.

Scanning

You use scanning to find key words or specific points in a text. In most cases, you know what you are looking for, so you're focusing on finding a particular answer.

Which technique would you use to find:

- 1 the general opinion of a hotel from several online guest reviews?
- 2 a writer's opinion in a report on the future of distance learning?
- 3 a version of a popular song on YouTube by a singer you like?
- 4 an article in a magazine which was interesting and worth reading?
- 5 the score of your favourite team in a list of football results?
- 6 the cheapest price of a book from a range of prices in an online bookstore?

2 Predicting Before you read a text, it is helpful to use your knowledge to anticipate what the text is about. This is called predicting. It will improve your reading ability because you can check your predictions during your reading. Work with a partner to discuss the following.

- 1 What do you know about distance learning?
- 2 Are you for or against this method of learning?
- 3 What do you want to learn about the topic from the text?

3a Skimming Skim the text and answer the questions.

- 1 What is the main idea of the text?
- 2 Do you think that the text is interesting?

3b Scanning Now scan the text and find the following.

- 1 the two ways the writer uses to solve the problems mentioned in paragraph 1
- 2 where her students obtain lectures for additional reading
- 3 how she uses the real classroom space

3c Inferring When you read a text, you can form an opinion about the writer's meaning or attitude. For example, you infer why the writer wrote the text (the writer's purpose) or you may wish to infer the writer's attitude to what he or she is writing about. In small groups, discuss the following.

- 1 What do you think is the writer's purpose?
- 2 What is the writer's opinion about distance learning?
- 3 What can you infer from the highlighted sentences?

4 Work with a partner to discuss the following.

- 1 What is your opinion of the methods the writer uses to teach her students?
- 2 Which do you prefer: traditional classroom learning or the distance learning approach of the writer?
- 3 Do you think distance learning will become more common than classroom learning in the future? Explain your answer.
- 4 Discuss the advantages and disadvantages of distance learning.

WRITING SKILLS

A FORMAL LETTER

5a Quickly read the letter from the Head of a Students' Union in a university. Then answer the questions.

- 1 What is the letter about?
- 2 Where will the event take place?

Mr Richard Kim
CEO, Education Unlimited
Kungsbrunn 85
Uppgang G8
11122 Stockholm
3200 Sweden

Head, Students' Union
University of Helensbrough
Scotland

Telephone: +44 (0) 206 548
Email: studentunion@helbro.ac.uk
21st August

Dear Mr Kim,

As head of the Students' Union at Helensbrough University, I would like to invite you to take part in a panel discussion on 'Digital Learning Resources' which will be held in the Students' Union building on 12 September from 2 p.m.– 4 p.m.

We would appreciate it greatly if you could join the panel as a guest speaker. A visiting lecturer at our university, Steffan Nielson, gave us your name. He suggested you would be an ideal person to have on our panel. You are an expert on the topic of digital learning, and we know that you are an adviser to colleges and universities all over the world on how to use digital resources. Your knowledge and insights would be immensely valuable for the undergraduates and graduates attending the discussion.

There will be three other experts on the panel in addition to a student representative. Each of you will make a short presentation of your ideas (5–10 minutes), after which there will be questions from the audience.

Following the event, we would like to take you for dinner to a local restaurant or, if you prefer, we could have dinner with you at your hotel.

We hope that you will agree to be a guest speaker and look forward to receiving your reply. If you need any further information, please do not hesitate to contact me.

Yours sincerely,

Helen Bloomfield: Head of Students' Union

5b Read the letter again and choose the correct answer to each question.

- 1 What is the title of the discussion?
 - a Digital Resources
 - b Digital Facilities
 - c Digital Learning Resources
- 2 How did Helen Bloomfield hear about Mr Kim?
 - a She saw his name in a journal.
 - b Someone recommended him.
 - c A student knew him well.
- 3 What does Mr Kim do when he travels abroad?
 - a gives talks on the internet
 - b makes presentations to schools
 - c advises colleges and universities
- 4 How many people will be on the panel if Mr Kim accepts the invitation?
 - a 3
 - b 4
 - c 5
- 5 What will Mr Kim do after the panel discussion?
 - a answer questions
 - b go to the airport
 - c have dinner

6 Letter conventions Are these statements true or false? Correct the false statements.

- 1 A formal letter should always have a date.
- 2 You put the address of the person you are writing to directly under your address.
- 3 You should begin a formal letter with *Dear* + first name + surname.
- 4 If you begin your letter with *Dear* + name, you can finish the letter with *Yours sincerely* or *Kind regards*.
- 5 You should end a formal letter by signing it and typing your name and position under your signature.
- 6 In formal letters, you should use idiomatic phrases and short forms such as *I'm*, *we're*, *isn't*, *aren't*.

7a Make a list of things that Richard Kim might want to ask Helen Bloomfield. What additional information might he need, for example, travel information, accommodation arrangements, etc.?**7b** As Mr Kim, write a reply to Helen Bloomfield.**8** Work with a partner and compare your letters. Did you ask the same questions? Comment on each other's letter organisation, language and style. Consider these questions.

- Do the paragraphs have a logical order?
- Is the language grammatically correct?
- Is the vocabulary appropriate and well chosen?
- Is the style of the letter appropriate for the context and person who receives the letter?

GRAMMAR

G1 DEFINING RELATIVE CLAUSES

Use defining relative clauses to identify or define things, ideas, places, time and possessions.

Children like subjects which interest them.

! Don't repeat the noun from the main clause or introduce a personal pronoun to replace it.

Have you ever been to that museum which we just drove past it? ✗

That's the man who he helped me yesterday. ✗

A defining relative clause begins with a relative pronoun or adverb.

RELATIVE PRONOUNS

Use *that* to refer to things, people or ideas.

That's the book that I was looking for.

Are you the person that I spoke to yesterday?

You're ignoring the point that I was making.

Use *which* to refer to things or ideas.

Yesterday we went to the restaurant which you recommended to us.

Use *who* to refer to people.

That's the man who I bought my car from.

Use *whose* to refer to possession.

He's the teacher whose students get the best grades.

RELATIVE ADVERBS

Use *where* to refer to places.

He studies at a university where some of our politicians got their degrees.

Use *when* to refer to time.

I still remember the day when we first met.

If we use a relative adverb we don't normally use a preposition in the relative clause.

That's the house where I was born in. ✗

That's the hotel where we stayed last year. ✓

SUBJECT/OBJECT RELATIVE CLAUSES

The relative pronoun can be the subject or the object of the relative clause.

*What's the name of the film that we saw yesterday?
(We saw the film.)*

*That's the shop which has the dress I want to buy.
(The shop has the dress.)*

If the relative pronoun is the object of the relative clause, then it can be omitted.

What's the name of the film (that) we saw yesterday?

G2 NON-DEFINING RELATIVE CLAUSES

Non-defining relative clauses give information about something in the main clause but do not help to identify or define it. They must have a comma before and after the clause. Non-defining relative clauses are not common in spoken English.

The President, who is currently on a trip to the USA, said he disagreed with the decision.

(We know who the President is without the information in the relative clause.)

! Do not use *that* in non-defining relative clauses.

Use *who* or *which* instead.

The course, that was also started by Professor Smith, is ending next year. ✗

The course, which was also started by Professor Smith, is ending next year. ✓

We can also use a non-defining relative clause at the end of a sentence.

Last year we visited Rome, which we thought was a really beautiful city.

KEY LANGUAGE

KL DISCUSSING POSSIBILITIES AND OPTIONS

THINKING ABOUT POSSIBILITIES

There are several ways to deal with this.

Let's look at our options.

The good thing is ... the bad thing is ...

MAKING SUGGESTIONS

How about (+ -ing) Supposing we ...

CHANGING YOUR APPROACH

Let's see, what other things can we do?

MAKING A DECISION

That's the best solution.

DECIDING WHAT TO DO NEXT

The best way is to ... So, the next thing to do is ...

Why don't you send me notes on all the problems ... ?

VOCABULARY

V1 EDUCATION AND STUDYING

approach, bullying, compulsory education, continuous assessment, criticise, curriculum, drop out, elementary school, easy-going teacher, environment, exam, fail, formal learning, friendly teachers, graduate, hand in, higher education, informal learning, method, mixed-sex schools, pace, pass, primary school, private education, punctual, secondary school, single-sex schools, state (public) education, statistics, strict, truancy, unique, well-prepared

V2 EDUCATION COLLOCATIONS

do homework/coursework/your best/an exam; drop out of school; fail an exam/a course; get a good grade/a good result/a place at university/a degree; go to school/college/a seminar; graduate from university/from high school (US, Australian English); hand in an essay/an assignment; leave primary school; make progress/mistakes; pass an exam/a course; revise for an exam/a subject/a test; sit an exam; study a subject/a language; take or retake an exam/a course

G1 1 Complete the sentences with a relative pronoun or adverb. If it is possible to omit the pronoun, do not include it.

- 1 He's the person _____ I told you about.
- 2 Is this the place _____ you grew up?
- 3 She's the one _____ sister goes to the same school as us.
- 4 Do you remember the day _____ we went there?
- 5 Is this the book _____ we need to buy?
- 6 Do you still remember the first house _____ you lived in?
- 7 We need to hire someone _____ can really help the business grow.
- 8 It's the story of a man _____ life changes forever the day he meets a stranger in a café.

2 Combine the two sentences to make one sentence with a defining relative clause.

- 1 The school gets good results. I studied there.
The school _____ gets good results.
- 2 The people are friendly. They live next door.
The people _____ are friendly.
- 3 The girl works at the library. She was at the meeting.
The girl _____ was at the meeting.
- 4 This is the station. I met John there.
This is the station _____ I met John.
- 5 The idea is a good one. You suggested it yesterday.
The idea _____ is a good one.
- 6 I bought the band's CD last week. They're playing here tonight.
The band _____ CD I bought last week are playing here tonight.

G2 3 Correct the mistake in each sentence.

- 1 Maria Montessori who was an Italian educationalist, developed the Montessori method.
- 2 This course, that is run by Professor Jones, is my favourite.
- 3 His theory, whose is really nothing new, says we learn best by doing.
- 4 The university, which was founded in 1803 is the most famous in our country.
- 5 The Prime Minister, who he was a student at this university, is going to make a visit here next month.
- 6 The manager of Westtown Bank, who we spoke to her yesterday, gave us the wrong information.
- 7 I gave the book to my friend John, which always likes to try new authors.
- 8 They want to knock down King's Hospital, where I was born in.

K1 4 Complete the gaps in the dialogue.

- A: I don't know which university to apply to.
 B: Well, there are several ¹ _____ to _____ with that problem.
 A: Really?
 B: Of course. ² _____ visiting both before deciding?
 A: I've done that. London seems more fun, but the ³ _____ about Oxford is that everyone has heard of it.
 B: OK, well make a list of pros and cons for each.
 A: Yes, that's the ⁴ _____.
 B: So the ⁵ _____ thing to _____ is to fill in the application forms.

V1 5 Complete the sentences with the words in the box.

graduate criticise unique exams approach
hand in

- 1 Did you _____ your essay on time?
- 2 Do you _____ this year or next?
- 3 How many _____ have you got this term?
- 4 What's your _____ to teaching?
- 5 People never _____ teachers in my country.
- 6 He has a _____ method of learning English.

V2 6 Make phrases using one word from each box. Then fill in the gaps with the correct collocation. You may need to change the tense.

do get graduate hand revise retake

all his exams for the exams from university
good grades in the assignment my best

- 1 I hope I get a good job after I _____.
- 2 'How was the exam?'
'It was hard but I _____. I couldn't have done any more.'
- 3 You need to _____ to get a place at that university.
- 4 If you don't _____ on time, you will fail the course!
- 5 He's very upset! He has to _____ because he missed so many classes this year.
- 6 She's _____ every day this week. She really wants to pass them.

6 EDUCATION

1 Work with a partner and answer these questions.

- What can you remember about Maria Montessori?
- What is the Montessori method?

2a **6** You are going to watch an interview with Rob Gueterbock, who works at a Montessori school. Watch the interview and complete sentences 1 and 2 with phrases a–h. Which phrase can go in both sentences?

- In traditional education, children ...
 - In Montessori education, children ...
- a are able to follow their own interests.
 - b learn by doing, not by listening.
 - c learn according to a curriculum.
 - d learn with the whole class.
 - e learn individually and in small groups.
 - f form mixed age communities.
 - g learn only with children of the same age.
 - h learn at their own pace.

2b Watch the interview again and take notes on the following.

- Reasons for becoming a Montessori teacher
- The Montessori method of learning
- Why Montessori schools call teachers 'guides'
- Montessori education in different countries
- What Rob thinks about children and technology

2c Compare your notes with a partner.

3a Imagine that you have been asked to give a report to the Ministry of Education in another country. The Ministry wants to improve the level of education of school children aged 6–16. Work in three groups. Each group should give a short report on the advantages of three different approaches to education. Decide on a definition for your group's approach to education. Then decide on the advantages of your group's approach to education.

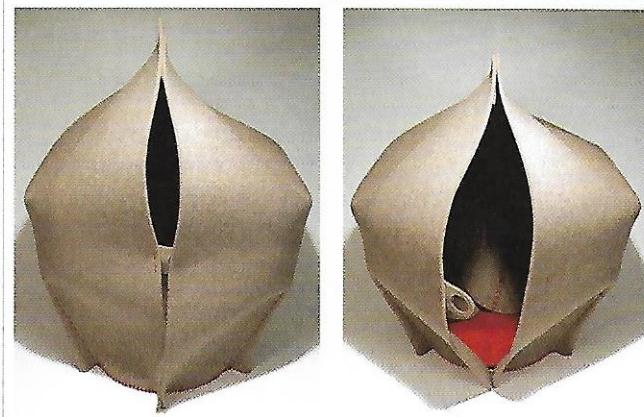
- Group A: traditional education
- Group B: Montessori education
- Group C: digital education

3b Take turns to give your reports. Decide which group gave the best reasons.



7 DESIGN

1 Work in groups of three. Look at the photos of the 'hush pod chair' by product and furniture designer Freyja Sewell, then discuss the five questions in the extract below from a book about design.



Designers have to ask themselves questions such as:
 'Is the product really wanted?',
 'How is it different from everything else on the market?',
 'Does it fulfil a need?',
 'Will it cost too much to manufacture?'
 and 'Is it safe?'

2 **7** Watch the interview with Freyja. Tick (✓) the adjectives you hear.

- | | |
|-----------------|---------------|
| • sustainable | • renewable |
| • elegant | • careful |
| • innovative | • traditional |
| • natural | • rigid |
| • mass-produced | • disposable |

3a Watch the interview again. Match each object or material (1–6) to its description in the video (a–f).

- | | |
|----------------|---------------------|
| 1 a light bulb | 4 wool |
| 2 a chair | 5 starch |
| 3 wool felt | 6 starch-bound wool |
- a something connected to a particular country
 - b something used because it was hard
 - c something used because it was soft
 - d something used because it was natural
 - e something developed in another country
 - f something that is an example of a good design

3b How do we know that materials are important to Freyja?

4 Do you own a mobile phone, smart phone or tablet computer? Work in groups. Compare the designs of your phones or tablet computers by discussing these features.

- form (style and beauty)
- sound design (e.g. does it 'click' or 'whistle'?)
- function and efficiency

COMMUNICATION ACTIVITIES

LESSON 3.4 EXERCISE 8 (PAGE 33)

INTERVIEWERS

Evaluation sheet

Name of candidate

For each category, write a number from 1 to 5.
(1 = excellent, 5 = poor)

- 1 Personality (outgoing? friendly?)
- 2 Communication skills (good? poor?)
- 3 Enthusiasm (enthusiastic? energetic? motivated?)
- 4 Experience (experienced? lacks enough experience?)
- 5 Answers to questions

Overall quality of candidate

LESSON 4.2 EXERCISE 8A (PAGE 39)

GROUP A

Here are some notes to help you prepare for the motion:
The English-speaking world should adopt American English.

- American spelling easier
- American bigger influence – films, TV, music, youth culture
- One English form – makes communication easier, and easier for students
- America largest economy in world

LESSON 4.4 EXERCISE 5A (PAGE 43)

STUDENT A

You think the best option is to send as many staff as possible to the language school near Head Office. Try to persuade the other members to accept your ideas. Use the ideas below and your ideas from Exercise 2b.

- Staff will be away from their offices so they can focus on learning English without interruptions.
- The courses are not expensive.
- The teachers are well trained and professional.
- You do not want English classes at Head Office because staff won't attend regularly.

LESSON 12.3 EXERCISE 8 (PAGE 121)

STUDENT C

Martha Smith is seventy-five years old and walks her dog by the lake every morning. She found the body and police have not been able to find any connection between her and the victim. She was a judge before she retired and is a well-respected member of the community.

LESSON 5.1 EXERCISE 7A (PAGE 47)

STUDENT A



LESSON 5.3 EXERCISE 8A (PAGE 51)

FATHER

You understand that your son wants a cool, fast bike, but you don't want to pay a lot of money. However, you think that the smallest, cheapest bike is too small.

LESSON 6.3 EXERCISE 10A (PAGE 61)

STUDENT A

Education in China

- In China, children begin primary school at the age of seven, except in Beijing, Shanghai and major cities where children can begin school at six and a half years.
- Compulsory education lasts for nine years.
- Children go to primary school for six years and then junior middle school for three years.
- They can complete their secondary education by studying a further three years but that is not compulsory.
- 7.5 percent of the population enrol in higher education.
- A wide variety of four- to five-year undergraduate programmes are available and there are also some special two- to three-year special programmes.
- All education in China is free, including university accommodation.

LESSON 12.4 EXERCISE 5 (PAGE 123)

STUDENT C CASE 1

The following information is for you to use in the discussion to help you reach a decision.

- The woman was extremely frightened.
- Felt that she was in great danger in her own home.
- Didn't know how many burglars there were.
- There had been several burglaries with violence in the area recently.
- The defendant had no confidence in the police.

LESSON 10.4 EXERCISE 4A (PAGE 103)

STUDENT

Think about the problems and make notes of your ideas for solving them. You want:

- free travel for students on buses. More council accommodation for students at low rents.
- the council to cancel the Sandy Cove project. It will destroy the beauty of the beach.
- the police to be more friendly and understanding.
- all young people be able to stay out late at night and have fun in clubs.

LESSON 5.3 EXERCISE 8B (PAGE 51)

| Name | Dolphin x300 | Barracuda x100 | Shark x400 | Dirt Monster x700 |
|---------------|-----------------|-------------------|---------------|----------------------|
| Length | 1,100 mm | 1,600 mm | 1,700 mm | 2,300 mm |
| Engine size | 50 cc | 125 cc | 250 cc | 300 cc |
| Top speed | 22 kph | 28 kph | 75 kph | 80 kph |
| Price | €300 | €550 | €3,000 | €3,200 |
| Safety rating | ★★★★★ | ★★★★★ | ★★★★ | ★★ |

LESSON 6.3 EXERCISE 10A (PAGE 61)

STUDENT B

Education in France

- Since 1967, school attendance has been compulsory for those from six to sixteen years of age.
- Many children enter voluntary kindergartens at the age of three.
- Primary schooling lasts for six years.
- Secondary schooling is divided into two stages:
 - Stage 1 – from eleven to fifteen years; almost all children now attend a *collège*.
 - Stage 2 – from fifteen to eighteen years they study in a general, technical or vocational lycée.
- 53.6 percent of the French population enrol in higher education.
- There are two kinds of universities in France: public universities and Grandes Ecoles (that set higher standards).
- Higher education is primarily paid for by the French taxpayers so tuition fees are very low.

LESSON 4.2 EXERCISE 8A (PAGE 39)

GROUP B

Here are some notes to help you prepare against the motion:

The English-speaking world should adopt American English.

- All differences – fun and interesting
- British English – language of Shakespeare and famous British authors/poets
- Not just American English – other varieties (e.g. Australian, Irish, Indian)
- You cannot regulate language. It develops naturally.

LESSON 1.4 EXERCISE 5A (PAGE 13)

Recruitment Associates



Rashid: Indian, aged 25

A calm person. Speaks in a soft voice with an Indian accent. Serious at all times during the interview. Has strong opinions about everything. Likes discussing economics and politics.

Your three best qualities? 'reliable, hard-working, knowledgeable'

Your worst quality? 'I get very impatient if people don't do their job properly.'

Your ideal boss? 'Someone who praises you whenever you do good work.'

Why choose him? 'I will do my best for your company at all times.'

Non-smoker, vegetarian and doesn't drink alcohol.

Interests: art, philosophy and current affairs.

Dressed unfashionably in a dull, grey suit.

Recruitment Associates



Mitsuo: Japanese, aged 20

Family emigrated to Australia when he was 14 years old. Speaks English with a strong Japanese accent. Thoughtful, polite, sociable.

Your three best qualities? 'calm, strong sense of duty, will put company interests first'

Your worst quality? 'I get upset and angry if people are not polite to me.' 'I don't like people criticising me.'

Your ideal boss? 'Someone who is understanding and asks for my opinion frequently.'

Smokes cigars in the evening.

Interests: motorbike riding, tango dancing, entertaining friends

Smartly dressed in a suit, white shirt and designer tie.

LESSON 8.4 EXERCISE 6A (PAGE 83)

SUNSPEX SALESPEOPLE

Read the information below and prepare for the negotiation. When there are options, make a decision about what are the most important points for you.

Try to get a good deal.

You want to sell:

- Quantity: 50,000 units.
- Designs: Oasis – 25,000 units; Mirage – 15,000 units; Horizon: 10,000 units; you make a much bigger profit on the Oasis and Mirage designs.
- Delivery: 14 September (best time), 7 September or by the end of August (bad time)
- Payment: on delivery, after 30 days or after 60 days; important to get your money quickly because you need to pay interest on a large bank loan.
- Discount: 0% (best), 2% (for cash on delivery), 8% (for orders over 60,000)

COMMUNICATION ACTIVITIES

LESSON 5.3 EXERCISE 8A (PAGE 51)

SON

You want the biggest, fastest bike with the biggest engine. Your friends will think you are silly if you have a bike with a really small engine. You think you are responsible and will drive safely.

LESSON 6.3 EXERCISE 10A (PAGE 61)

STUDENT C

Education in Argentina

- Argentina has nine years of compulsory schooling.
- Basic education is divided into three-year phases corresponding to junior and senior primary school and middle (or lower secondary) school.
- After this period of compulsory education, students have the choice of studying further or not for three years in upper secondary.
- 48% of the population enrol in higher education.
- First degrees for teachers and technicians last for three years but there are longer degrees for four to six years for engineering, medicine and law.
- University education is free but students have to pay for accommodation, transport and materials.
- Argentina has one of the most educated populations in Latin America.

LESSON 7.2 EXERCISE 3A (PAGE 68)

STUDENT B

1930–1939

In the 1930s designers increased the efficiency of boats and aircraft by giving them smooth and curved shapes. Then, in 1934, Chrysler launched its new streamlined car, the Airflow. This was the start of the use of aerodynamics in car design. Streamlining, as it was called, was about speed, efficiency and, most of all, the modern world. Designers realised that consumers were attracted to other streamlined products, and so they began to use streamlining in a wide range of domestic appliances, such as refrigerators.

The designer Henry Dreyfuss helped to develop a new theory about design called ergonomics. He believed that machines worked better if they were adapted to people's needs. His reputation was based on the Bell 3000 telephone. Because of its ergonomic design, it was easy for people to use.

At this time a number of new materials were used in design, such as Bakelite (an early type of plastic). It was a perfect material for producing smooth, streamlined products.

LESSON 12.3 EXERCISE 8 (PAGE 121)

STUDENT F

Encourage people to talk about how the crime was committed. Do not reveal this information till near the end: ice melts.

LESSON 8.3 EXERCISE 2 (PAGE 80)

OBITUARIES

3

Mark McCormack

- 1 Mark Hume McCormack, sports agent, died on 16 May, aged seventy-two. Mark McCormack started the industry of sports marketing. He was the first person to realise that sports personalities could earn extra money from endorsements and sponsorship. The company which he founded, International Management Group (IMG), represents many of the most famous sports people in the world such as Tiger Woods, Pete Sampras, the Williams sisters and Michael Schumacher.
- 2 McCormack had been a promising college golfer. However, after graduating from Yale Law School he worked as a lawyer. Later, he realised that sports marketing had great potential. His first client, in 1960, was Arnold Palmer, the famous golfer. Thanks to his energy and entrepreneurial skills, he built up a highly
- 3 IMG expanded to include a television production company, sports academies and a branch representing top models such as Kate Moss.
- 4 By the end of his life, he had also published several books, including the best-selling *What they don't teach you at Harvard Business School*.
- 5 He will be remembered for his ability to negotiate huge contracts for a wide range of sports personalities and celebrities.
- 6 He leaves three children from his first marriage and one from his second to former tennis professional, Betty Nagelson.

**Mark McCormack,
born 6 November 1930;
died 16 May 2003**

OBITUARIES

4

Chaleo Yoovidhya

- 1 Chaleo Yoovidhya, inventor of the popular energy drink 'Red Bull' died on 17 March. By the time of his death he had become one of Asia's richest men and one of the 250 wealthiest people in the world.
- 2 The third son of a Chinese father and a Thai mother, he grew up in northern Thailand. The family was poor and made a living selling ducks and fruit. Chaleo worked from a young age and did not complete his secondary education. He later earned a living as a bus conductor and a salesman, as well as helping in his brother's pharmacy in Bangkok.
- 3 Always interested in science, in the 1960s he set up a company called TC Pharmaceuticals. He worked on his own formula for an energy tonic which was given to truck drivers to help them stay awake. He named it 'Krating Daeng', meaning Red Buffalo in
- 4 In 1982, an Austrian toothpaste salesman, Dietrich Mateschitz, was in Thailand and drank a can of the drink to help his tiredness and jetlag. It worked well and he went into partnership with Chaleo. The launch of the new product, 'Red Bull', as it was now called, was in Austria in 1987. It is now sold in over seventy countries around the world. The market research done at the time of the launch suggested it was going to fail. It has annual sales of 4.6 billion cans.
- 5 Although extremely successful, Chaleo remained a private man and had not given an interview or made a public appearance for over thirty years. He was married twice and had eleven children.

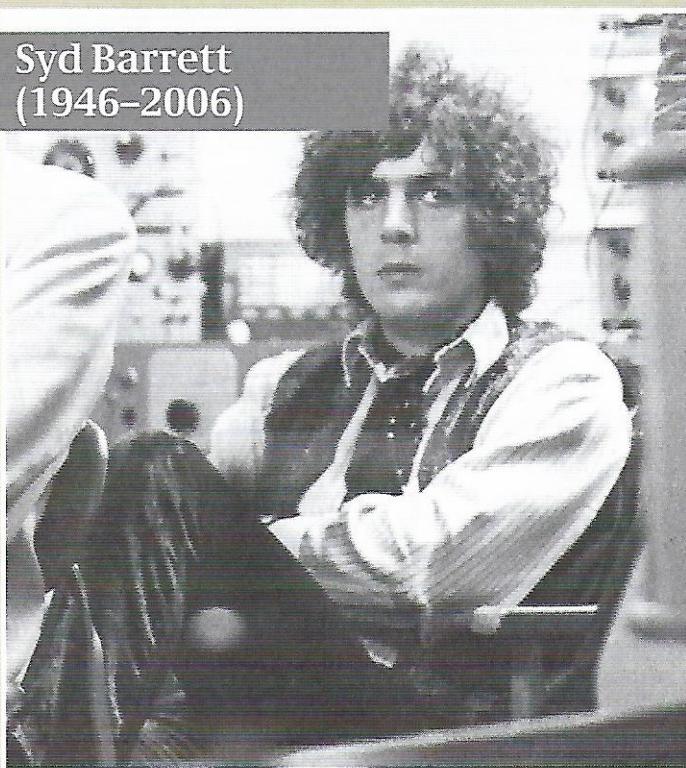
**Chaleo Yoovidhya,
born 17 August 1923;
died 17 March 2012**

COMMUNICATION ACTIVITIES

LESSON 11.2 EXERCISE 2A (PAGE 108)

STUDENT B

Syd Barrett
(1946–2006)



¹ Often called an eccentric genius, Syd Barrett formed the supergroup Pink Floyd in 1965 and wrote, sang and played guitar on all their early hits, including the 1967 masterpiece *Piper at the Gates of Dawn*. He left the band in 1968 after experiencing a kind of breakdown due to the pressures of stardom and touring. He made two solo albums, *The Madcap Laughs* and *Barrett*, both released in 1970, which continue to sell well.

² Barrett then left the music business completely, deciding a musician's life was not for him. He did not make any music at all after 1974. Once a household name, he is now more or less forgotten except by his fans. He moved back to his home town of Cambridge and started to use his original name of Roger Barrett. He lived alone, quietly spending his time painting and gardening. He received a six-figure income from his Pink Floyd royalties, but had little contact with the outside world. Although he hadn't appeared or spoken in public since the mid 1970s, fans and journalists still tried to contact him.

³ In 1971 a journalist found him. Syd told the reporter that he walked a lot, painted, wasted time and was afraid of getting old. He also said that he felt full of dust and guitars. Another journalist reported that a bald, fat man answered the door and said that Syd couldn't talk. In 1992, Atlantic Records offered half a million dollars for any new Syd Barrett recordings.

⁴ After his return to Cambridge his family reported that he was content and quite healthy. In his later years, when fans or journalists called on him he was polite and coherent, but refused to discuss his past as a famous rock star. Talking to one journalist on his doorstep in 2001, Syd asked him to leave as he didn't do interviews any more.

LESSON 6.3 EXERCISE 10A (PAGE 61)

STUDENT D

Education in Germany

- Compulsory education in Germany lasts for nine to ten years (it varies between states). It usually remains compulsory for a further three years, at least on a part-time basis.
- Between the ages of three and five the majority of German children attend voluntary kindergarten school.
- They then take four years of primary education through to the age of ten.
- They proceed to one of three types of secondary school:
 - Hauptschule or a short-course secondary school focuses on preparation for a vocation.
 - Realschule or intermediate school is aimed at those targeting middle-level positions in government or business.
 - Gymnasium or grammar school give students the opportunity to apply to university.
- The majority of universities in Germany are funded by the federal government and charge little or no tuition fees. There are not many private universities, although the number has risen in recent years.

For most undergraduate degrees, students are expected to complete their studies in four years, but actually most students take more time. In fact, the average length of study is seven years.

LESSON 12.3 EXERCISE 8 (PAGE 121)

STUDENT D

Professor Ewan Shapiro is the father of the victim. He has a water-tight alibi. He hosted a large dinner party from 6 p.m. till 11 p.m. last night and was seen by fourteen people. He will inherit a small amount (one quarter) of his daughter's money.

LESSON 12.4 EXERCISE 5 (PAGE 123)

STUDENT B CASE 2

The following information is for you to use in the discussion to help you reach a decision.

- It's a free country and she is doing nothing wrong.
- He is exaggerating her behaviour.
- It is a small town so they go to the same places.
- She is just being friendly.
- Photography is her hobby.

LESSON 12.4 EXERCISE 5 (PAGE 123)

STUDENT C CASE 3

The following information is for you to use in the discussion to help you reach a decision.

- A car is a weapon.
- A driver must concentrate on the road at all times.
- He shouldn't have given sweets to the children.
- None of the people in the car were wearing seatbelts.
- The driver should have stopped before helping the child.